



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	331700010061
School	Dr. Gladstone H. Atwell Middle School 61
School Address	400 Empire Blvd, Brooklyn, New York 11225
District	NYC CSD 17
School Leader	Sandra Taylor
Dates of Review	April 4-5, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	948	% Title 1 Population	100	% Attendance Rate	94				
% Free Lunch	100	% Reduced Lunch		% Student Sustainability	100	% Limited English Proficient	6.5	% Students with Disabilities	11.3		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	6						
Types and Number of Special Education Classes											
# Special Classes	0	# Consultant Teaching	0	# Integrated Collaborative Teaching	3						
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	5	# Music	5	# Drama	13	# Foreign Language	14	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.21	% Black or African American	90.6	% Hispanic or Latino	7.18	% Asian or Native Hawaiian /Other Pacific Islander	0.95	% White	1.06	% Multi-racial	0
Personnel											
Years Principal Assigned to School	4	# of Assistant Principals	3	# of Deans	4	# of Counselors / Social Workers	2				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	2	Average Teacher Absences	5.4%				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)	(g)	N/A	
ELA Performance at levels 3 & 4	41.6	Mathematics Performance at levels 3 & 4	49.5	Science Performance at levels 3 & 4	35.6	4 Year Graduation Rate (HS Only)	N/A				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A				

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
X	Limited English Proficiency		

*

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):
<p>SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:</p> <ol style="list-style-type: none"> 1. By June 2013, the school will conduct a minimum of five interim progress-monitoring meetings to examine our most current data in English language arts (ELA), mathematics, science, and social studies. 2. By June 2013, each department will have functioning Teacher Teams on and across grades that will collaborate regularly to engage in learning activities, including upgrading curriculum, monitoring student progress, setting interim goals and engaging in professional learning. 3. By June 2013, a minimum of 85 percent of our classroom teachers will regularly use current quantitative data from a variety of sources to disaggregate the data and develop responsive plans that will address all students including students with disabilities and English language learners (ELLs). 4. By June 2013, parents and student's beliefs about school safety and respect will increase by a minimum of one per cent.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.			X	
OVERALL RATING FOR TENET 2:				D	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		X		
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.		X		
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action planning that, informs instruction and results in greater student achievement outcomes.			X	

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
	OVERALL RATING FOR TENET 5:			D	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.		X		
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
OVERALL RATING FOR TENET 6:			E		

School Review Narrative:

<p>Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</p>	<p>Tenet Rating</p>	<p>D</p>
<p><u>Debriefing Statement:</u> School leaders are developing a culture of success that is reflected in data based goals; however, the goals are not actively promoted by the entire school community and focused on increasing academic performance.</p> <p><u>Strengths:</u></p> <p>All ratings for this Tenet are either Developing or Ineffective and therefore, comments are listed under Areas for Improvement.</p> <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none"> The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school’s data; however, the Integrated Intervention Team (IIT) could find no evidence of overarching goals understood school-wide. The IIT conducted document reviews and interviews that indicated the school leadership team (SLT) revised the vision in February and shared it with school constituents. The vision is based on the belief that all children can learn if they are met at their current levels, helped to set goals for improvement, and the instruction is tailored to their needs. It goes on to assert that if assessment is monitored for progress, if teachers make revisions where necessary and provide different opportunities for student achievement, students can learn. The team observed goals posted in hallways and in classrooms, but interviews with school leaders, teachers, students and parents indicated that the different constituents had other multiple and competing goals. While the new vision exists, it lacked focus, and stakeholders inconsistently understand the goals stated in the School Comprehensive Educational Plan (SCEP), which hinders the school community’s sense of urgency about achieving them. <p>2.3 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p> <ul style="list-style-type: none"> The school leader has encouraged the staff to use systems that lead to the collection of data and the 		

analysis of outcomes. Interviews and document review indicated school leaders had developed feedback loops that use Charlotte Danielson's *Framework for Teaching* to provide teachers with ongoing feedback on instruction. Teachers reported the school leaders conducted frequent informal observations and walk-throughs that used the Danielson rubric to generate teacher improvement plans. Teachers planned English language arts (ELA) units over the summer for reading and writing that use the workshop model from Teachers College, which also referenced the Common Core Learning Standards (CCLS). Document review and interviews with school leaders and teachers reported the professional development (PD) plan for teachers also supports the effective use of the workshop model for ELA along with the New York City (NYC) Chancellor's instructional expectations (CIE) for 2012-13. School leaders and teachers reported and document review showed that rubric feedback included "next steps" that were used to plan PD. Interview responses from teachers support the finding that school leaders espouse and support practices in areas that influence school and student progress and achievement, including feedback loops and examples of best practices. School leaders are developing and using evidence based systems to develop curriculum and support teacher practices, community/family engagement, and student social and emotional developmental health. Because of the early stage in the use of these systems, and because school stakeholders do not yet understand school goals, or their individual roles and measures for achieving them, student achievement has not yet increased.

2.4 The school has received a rating of *Developing* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader has a team that addresses the programmatic issues of the school, but the IIT found minimal data to support the strategic use of human and fiscal capital. Interviews with school leaders and staff and document review conducted by the IIT show the school leader made programming decisions and changed teacher schedules to ensure there was common planning time for staff. Because of budget reductions and restrictions, the school lost 11 teachers. Through Title III funds, the school received support for academic intervention services (AIS) for English language learners (ELLs) in the after school program and for a Saturday program. The school also received special funding for any student needing AIS for ELA and mathematics through the after school program. However, interviews with the school leaders did not clearly indicate the source of the budget restrictions, or the plans to address the reductions. The schedule has incorporated before, during, and after school academic supports and enrichment programs for students. During the interview, the school leader indicated the school purchased certain programs, e.g., 200 site licenses for *Achieve 3000*, to increase achievement of ELLs and students with disabilities. These programs were available to all students who experienced academic "slippage." The school has a gifted and talented academy that functions as a "mini school" within the school. Interviews indicated this gifted and talented program has application, recommendation, and acceptance criteria for a limited number of seats that are open to students from around the city, although the review focused on the school as a whole. While the school leader uses programmatic resources to support school goals, the use of fiscal and human capital has not yet yielded improved and accelerated achievement for all students including those in subgroups.

2.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- School leaders are developing a system for frequently observing teachers. School leaders indicated they participated in the New York City Department of Education ((NYCDOE) Teacher Evaluation pilot program that provided school leaders with PD to learn and apply the Danielson rubric for teacher feedback. The IIT reviewed documents that show that the school leader prepared a schedule and a protocol, but interviews with teachers and other school leaders with supervisory responsibilities indicated the plan has not been fully executed. The school leader stated that the school provided general education teachers additional PD to work more effectively with ELLs. The IIT could find no evidence that the school leader conducted periodic “check-ins” with other school leaders with supervisory responsibilities regarding students in specific subgroups. After document review by the IIT, the team noted that while the observations of teachers included low inference descriptions of events in the classroom, the resulting teacher improvement plans did not provide relevant feedback to lead teachers to achieve their intended goals. One result of the lack of a fully functional system is that this limits the ability of the school leader to hold teachers and supervisors accountable for continuous improvement.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

D

Debriefing Statement: The school uses the Common Core unit bundles provided by the NYCDOE; however, there is limited evidence demonstrating that the data used addresses the instructional needs of all subgroups of students. Consequently, this practice limits the breadth of student achievement.

Strengths:

3.2 The school has received a rating of *Effective* for this Statement of Practice: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- School leaders provided and facilitated consistent and systematic support to ensure the quality implementation of rigorous curricula. The school leaders and teachers consistently described the school’s targeted actions to implement the CCLS through targeted PD and during teacher team meetings. Documents reviewed by the IIT indicated teachers, with school leaders’ support, collaborated to revise and implement CCLS units from Engage NY and the NYCDOE online curriculum library. Documents examined also indicated the school curriculum supports the CCLS instructional shifts. Interviews with teachers and meeting agendas showed that teachers and school leaders discussed the implementation of the units during team meetings and staff meetings. Because of these actions, the school is ensuring the quality implementation of rigorous CCLS-based curricula

that considers what students need to know across all grades and subjects.

3.3 The school has received a rating of *Effective* for this Statement of Practice: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- Teachers and school leaders ensured lesson plans were coherent and supported the CCLS. Interviews with school leaders and teachers and curriculum review indicated that staff were generating and modifying units and lesson plans that supported CCLS during ELA and mathematics team meetings. A review of lesson plans indicated the plans were appropriate for addressing the grades and subjects. Interviews with teachers indicated teams shared content area knowledge. They also researched and shared best practices for checking for student understanding, such as frequent use of “exit slips” and several other brief assessment strategies suitable for all subjects. The IIT observed a group of teachers reviewing student work. The teachers had introduced and supported a writing “skill of the week” to be used in all subjects and were assessing student responses. This work sample review followed with consensus on decisions for modifying and adjusting strategies, developing further writing prompts, and preparing students to move from short responses to more extensive writing samples across the curriculum. The teachers are using units and lessons that support the CCLS, promote higher-order thinking and build conceptual understanding and knowledge around specific content, which supports student achievement.

Areas for Improvement:

3.4 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- School leaders have ensured that teachers have opportunities to collaborate on curricula matters; however, incorporation of technology is uneven within the building. The IIT reviewed units and lesson plans, and observed the use of technology and the incorporation of the arts using rigorous and complex materials, in the gifted and talented academy housed on a separate floor in the school. Teachers reported they elected, through a school-based option (SBO), to ensure common planning time across grades and subjects. Interviewed teachers indicated that partnerships also tended to form through informal conversations among teachers based on their assigned grade, floor, or academy. Document review showed and school leaders reported that teacher team meetings were scheduled by grade on specified days of the week. Teachers reported that they collaborated to target what is taught and why it is taught through regularly scheduled, weekly grade-level team meetings. However, the IIT observed that technology resources were unevenly available within the school. All gifted and talented classrooms had interactive white boards in use, while not all classrooms for the rest of the school had them. The school has not ensured that all students within and across grades and subjects have equitable access to a robust curriculum that incorporates the arts, technology and other enrichment areas, which can hinder academic achievement.

3.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action planning that, informs instruction and results in greater student achievement outcomes.

- The staff has multiple forms of data available to them. The school leader reported the she collects timely data, e.g., formative and summative assessments, including screening and interim measures and progress monitoring. The school leader shares data with teachers and other instructional staff. Review of lesson plans and units by the team showed evidence that teachers were inconsistent in changing instruction based on data. The school produced a form outlining a process that teachers can use to change the unit based on data. Each student has a data sheet that includes spaces for current data and student improvement plans. Document review showed inconsistent use of this data sheet by teachers, and it was not apparent to the IIT during the lesson plan review that teachers introduced modifications for individuals or groups of students based upon this data. While the school is beginning to develop a data-driven culture based on student needs, limited action planning that informs instruction hinders greater student achievement outcomes.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement: There is inconsistent use of instructional practices and strategies that would raise student achievement; therefore, students have limited opportunities to engage meaningfully with challenging tasks that promote higher-order thinking.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Teachers have an instructional plan format, and they are learning how to align it to class data. Document reviews by the IIT showed that while each student has a data sheet that includes spaces for current data and student improvement plans, teachers were inconsistent in completing the data plan. Some teachers had goals for some classes and students, as evidenced by review of the data sheets and classroom observations. Interviews and document review indicated that *Acuity* is available for assessment item analysis. The IIT observed teachers using instructional practices and strategies that were aligned to plans generally and that provided instructional interventions to students. However, indicated goals were static and did not consider specific student short- or long-term goals. While teachers use instructional practices and strategies organized around annual, unit and daily lesson plans, goals for individuals and those in subgroups were not established consistently, which limited high levels of student engagement and inquiry for all students.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points

of access for all students to achieve targeted goals.

- Teachers have unit and lesson plans based on the CCLS, but practices observed during classroom visits by the IIT were inconsistent in the demonstration and use of CCLS-based instructional practices. While some teachers engaged students in appropriately supported CCLS-based instruction that led to points of access for all students, especially in the school's gifted and talented academy, the more common form of instruction consisted of teacher-centered delivery, earmarked by teachers asking lower-level thinking questions with all students in the class working on an identical activity. Observations by the IIT revealed the school had a common practice in which teachers assigned students to sit together in small groups of approximately two to six. When asked by team members why the small group was seated together, students gave some common responses such as "we work together because we're friends," and "the teacher lets us [work together] if we're good," to "this is the way we always do it." The school leader spoke about "recent slippage" of student scores based on her analysis of interim assessments and the need for adjustments of classroom instructional practices, especially for ELLs, students with disabilities and students achieving in the lowest one-third of the school's population. Although the school leader had identified a cause for the drop in achievement scores, all students in the school were not yet experiencing instruction consistently aligned to the CCLS, and leading to multiple points of access. Therefore, inconsistent teacher delivery of instructional strategies that align with the CCLS hampers progress of all students toward achieving targeted goals.

4.4 The school has received a rating of *Developing* for this Statement of Practice: Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- The school has subscribed to the Positive Behavioral Interventions and Supports (PBIS) approach to school-wide discipline. During observations of student behavior in classrooms and in hallways during passing time between periods, the team noted that students in some areas of the school treated each other respectfully and complied with teacher requests to reduce noise levels and move quickly and safely to the next class. In these areas, teachers stood in or near classroom doorways to greet students by name as they walked down the hall or entered the classroom. In other areas of the school, where the presence of teachers was less noticeable, the team observed louder exchanges with more pushing, running, and jostling among students in hallways. While the IIT noted the same behavioral expectations posted consistently in classrooms and hallways around the school, the behaviors were not consistently recognized by students. During interviews, different groups could not articulate how the school implemented the PBIS program, and parents interviewed spoke of their concerns for safety issues. While the IIT observed some teachers using strategies sensitive to diverse groups of students, such as higher-order questioning based on the appropriate use of the *Depth of Knowledge* strategy to engage students actively, other teachers were asking lower-level questions related to generic instructional materials and activities. Inconsistencies in instructional practices and behavioral expectations hinder the school's efforts to achieve and maintain high levels of student engagement and sustain inquiry.

4.5 The school has received a rating of *Developing* for this Statement of Practice: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop

explicit teacher plans and foster student participation in their own learning process.

- Teachers use data sources and templates inconsistently to develop actionable student improvement plans for all students. The IIT observed a variety of samples of student work from all grades and subjects. While teachers provided feedback, some of which was based on the use of rubrics, neither the feedback nor the rubrics consistently provided actionable and specific next steps. Teachers had action plans, but the plans did not provide targeted supports and did not consistently address the needs of ELLs or students with disabilities. The limited use of data to monitor individual student progress and provide regular feedback that fosters student participation in their own learning, impedes academic achievement.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

D

Debriefing Statement: The school cultivates a safe, respectful environment that supports learning, social emotional developmental health and encourages attendance; however, the school does not strategically align PD and supports resulting in adoption of effective academic and personal behaviors.

Strength:

5.2 The school has received a rating of *Effective* for this Statement of Practice: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school has developed overarching structures and partnerships for social and emotional developmental health. Observations and interviews indicated that the school has organized students into homeroom groups that ensure that every child is well known by at least one adult. Students stated during interviews that they believe the adults in the building know and support them. The school has also hired intervention specialists whose job is to track student attendance, support students with behavioral issues, make home visits, and work with parents to help their children. Interviews with school leaders, teachers, school support staff and students, and document review show the school has a student behavior management process with a ladder of referral and a PBIS system. The school used data from enrichment programs and AIS held before and after school, Saturday school, incident reports, and the Online Occurrence Report System (OORS) to identify and address student needs. The school also has partnerships with FAITH (Fathers in the Hood), PBIS, 21st Century Grant programs, Man-Up and Shades of Beauty to support social and emotional developmental health. The school has developed partnerships to support and sustain student social and emotional developmental health, which improves the ability of students to access learning and improve achievement.

Areas for Improvement:

5.3 The school has received a rating of *Developing* for this Statement of Practice: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning

experiences and results in building a safer and healthier environment for families, teachers and students.

- The school is developing a vision for social and emotional developmental health connected to learning. The school adopted the PBIS system according to interviews with teachers and school leaders. All interviews and document reviews, including the PBIS matrix, OORS data, and the analysis of in-school suspension (ISS) plan results, indicated the building had become safer over the last year. During interviews, school leaders, teachers and students were unable to articulate clearly and adequately the skills for social and emotional health valued by the school community. Additionally, observations of student behaviors in the classrooms and halls along with student and teacher interviews indicated the intended result for the PBIS system was not yet fully developed and the team noted that PD was ongoing. While the school has structures and partnerships to support and sustain student social and emotional developmental health, the lack of a clear vision hinders the building of a healthier environment conducive to learning.

5.4 The school has received a rating of *Developing* for this Statement of Practice: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- Students were inconsistent in the articulation for school safety and support. During interviews students indicated they felt safe and supported in the classroom. However, students observed by the IIT where teachers were not present were loud, and there was pushing, running, and shoving among students. Even though the school posted the behavior management PBIS system around the school, the behaviors were not addressed by adults. Teachers indicated they felt safe and supported by school leaders. Students interviewed indicated that the student government gave them a voice in the school. The representatives meet regularly with school leaders to discuss issues such as school lunch, bullying, and special events. In spite of these efforts, the school has not firmly established an environment that is conducive to learning and supportive of these needs of all students, which limits the ability of the school to improve student achievement.

5.5 The school has received a rating of *Ineffective* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- School leaders have not prioritized the need for systems that address how teachers and other staff use data to address student social and emotional developmental health needs. During interviews, the student support team could not articulate how they used multiple forms of data to respond to student needs. School leaders and the student support team have not yet worked with teachers to develop an understanding of how to use data to address student social and emotional health needs aligned to academic and social success. As a result, staff members do not have the tools to support student social and emotional needs, which limit opportunities for students to achieve academic and social success.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well being.	Tenet Rating	E
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Debriefing Statement: The school has created a welcoming environment and an open-door policy, fostering a positive culture of shared responsibility and engagement among staff, parents, and community partners to promote student well-being and academic success.

Strengths:

6.2 The school has received a rating of *Effective* for this Statement of Practice: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school created a welcoming environment with an open-door policy that fostered a positive culture of shared responsibility and engagement among staff, parents, and community partners. Multiple stakeholders noted the school’s open door policy during interviews conducted by the IIT. Teachers and parents spoke about how the school is a gathering place for the community. They stated this openness encouraged and supported a sense of belonging. Staff and parents all talked about the multiple opportunities that the school has for volunteers. The parent coordinator and parent association president along with parent volunteers run the resource center. It is equipped with computers and information to help parents with employment, housing, food pantries and other community resources. There are monthly workshops such as parent book clubs where parents read some of the books their children read. Documents reviewed by the team also supported the information gathered during interviews that the school cultivates respectful relationships with families. Because the community shares the positive feelings of belonging and trust, families are encouraged to engage freely and frequently with the school, supporting increased student success.

6.3 The school has received a rating of *Effective* for this Statement of Practice: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

- The school staff respected, acknowledged, and validated the diversity of the existing knowledge and culture held by families and community members and provided a space to celebrate the diversity of constituents. Document reviews and interviews indicated that the school staff communicates about school issues and concerns in all languages spoken in the community so that all parents are informed. IIT document review included samples of student progress reports generated in multiple languages for parents. Parent volunteers indicated that they read the reports to other parents in their native languages and explained any terms or ideas that were unclear. Parent volunteers were available to interpret any communications between teachers, parents, and students. Consequently, the planning and reciprocal communication with families ensures student strengths and needs are identified and used to augment learning.

6.4 The school has received a rating of *Effective* for the Statement of Practice: The entire school community partners with families and community agencies to promote and provide professional development across all

areas (academic and social and emotional developmental health) to support student success.

- The school has partnerships that link families with the community agencies necessary to support student learning and growth. Interviews indicated that school staff members visit students and families in their homes. Interviews with parents, staff and students and document review indicated the school has partnerships with outside medical and mental health agencies in response to school community needs. The Police Athletic League (PAL) and other partnerships funded by a 21st Century grant, and a Broadway grant, provide enrichment opportunities for students. The NYCDOE provided extensive PD opportunities for targeted staff including the parent coordinator, on how to seek and maintain partnerships with families. The partnerships and PD provided to adults help to support students across all areas of academic and social and emotional developmental health.

Areas for Improvement:

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school community provided a few learning opportunities for families who actively sought to understand data concerning their children. Document review and interviews indicated the school provided parents who were able to attend data workshops with PD on how to access their child's data on ARIS and *Engrade*. However, parents indicated in interviews that scheduling conflicts with work inhibited greater attendance at parent workshops and document review indicated there were few workshops explaining how to use data. Current practices for sharing and explaining data limit the opportunities for all parents to identify their children's specific needs and advocate for services to support those needs.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Develop and share a vision concerning student achievement and well-being that is seen, heard and known across the community; ensure that the vision references school data and is outlined in the SCEP and other school improvement documents. Ensure the goals for the school reflect the school's priorities, aligned to the vision, are specific, measurable, ambitious, result-oriented, and have a clear time line for achieving each one.
- 2.3: Develop and ensure that staff use systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of outcomes. Communicate pertinent school goals that are timely, transparent, and widely available to all stakeholders.
- 2.4: Analyze the fiscal capital available to make funding decisions that address the school goals at least once per year.
- 2.5: Develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide support to teachers and other staff members. Conduct periodic check-ins with school leaders and other staff members. Provide close supervision to those directly supporting the teachers of students with disabilities, ELLs and those who supervise teachers of students who are experiencing achievement and developmental lags.. Ensure check-ins lead to an understanding of the next steps that are necessary to yield a positive year-end evaluation rating.

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 3 the school should:

- 3.4: Develop systems and structures that ensure teachers receive support so that they expose students to a standards-based, aligned curriculum that enables students to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5: Use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. Work with teachers to analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Support teachers to ensure that unit and lesson plans are informed by data (summative, interim, attendance, IEPs, NYSESLAT) and grade-level goals for all groups of students. Ensure teachers receive support in using instructional practices and strategies aligned to plans, include accommodations for groups of students with disabilities and supports for the linguistic needs of ELLs, and provide instructional interventions to students that lead to student inquiry and engagement. Ensure teachers create short-term and reference long-term goals for groups of students based on grade-level benchmarks that lead to student involvement in their own learning.
- 4.3: Support teachers to make sure that instructional practices are aligned appropriately to CCLS curriculum maps. Provide PD to enable teachers to provide a wide variety of ways to engage students in the learning process and that provides opportunities for all students to achieve their targeted goals.
- 4.4: Ensure teachers create environments in which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are taught explicitly. Make certain teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Make certain teachers have support to use data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Ensure teachers use targeted plans to adjust student grouping and instructional strategies based on student data. Support teachers to provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 5 the school should:

- 5.3: Support and ensure that all school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Develop a curriculum or ensure there is a program in place that teaches, supports, and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. Provide PD that builds adult capacity in supporting students' social and emotional developmental health to support a safe, respectful learning community.
- 5.4: Ensure that the behavior management system is understood and followed by all. Promote a common understanding for student behavioral expectations and provide students with guidance on regulating their own behavior.
- 5.5: Ensure that the school leader and support staff work with teachers to develop an understanding of how to use data to address student social and emotional developmental health needs that align to academic and social success. Set expectations for staff members to use data to address effectively student needs.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 6 the school should:

- 6.5: Provide the school community with a wide range of learning opportunities for families to elevate their understanding of student data. Provide PD and support so that the school community shares data in a way in which families can understand student learning needs and successes, and are encouraged to advocate for their children's needs.